CHAPTER - III

CONCEPTUAL FRAMEWORK

3.1 INTRODUCTION:

There are many different views on what is meant by “Leadership”. Basically, it is the relationship between a superior and a subordinate or fellow worker which “triggers a person’s will-to-do and transforms lukewarm desires for achievements into burning passions for successful accomplishment. Douglas McGregor in his book The Human Side of Management specified the following four main variables of the leadership relationship:

- The characteristics of the leader
- The attitude, needs and personal characteristics of the followers;
- The characteristics of the organization, such as its basic purpose, habits, customs, traditions structure, nature of tasks performed, etc.
- The social, economic, and political milieu.

Tennenbaum defines leadership as – “Interpersonal influence, exercised in situations and directed, through the communication process, towards the attainment of goals.”

As per Terry – “The relationship in which one person, or the leader, influences other to work together willingly on related tasks to attain that which the leader desires.”

There are two approaches to the Leadership – one is task approach and second is traits approach.

3.2 LEADERSHIP TRAITS:

There are certain qualities, traits and attitudes which, if present in the leader, are likely to result in more effective leadership.

- Energy – both mental and physical, required for a job
- Emotional Stability – which enables a leader to act with self-confidence, avoid anger and deal with his subordinates with understanding.
Knowledge of Human Relations – which requires an understanding of human behaviour.

Empathy which enables him to look at things objectively and from another’s viewpoint.

Objectivity which prevents him from getting emotionally involved.

Personal Motivation – that is, enthusiasm within himself to get the job done.

Communication Skill, that is, the ability to talk and write clearly and forcefully

Teaching Ability - which enables him to inspire his subordinates

Social Skill which enables him to understand people and know their strength and weaknesses and presents him as a friendly person, and

Technical Competence – which provides him with an effective working knowledge and insight of the operations under his guidance.

According to Field Marshall Viscount Slim following six basic qualities, primarily for military leadership:

- Courage
- Will-power
- Judgments
- Flexibility
- Knowledge and
- Integrity

A Few More – Important Traits:

There are some further qualities which have been mentioned by others and are of some significance as good leadership qualities:

- Physical and Nervous Energy: Physical and nervous energy is obviously necessary to provide the leadership with the ‘drive’ so essential and the ‘endurance’ which is necessary in connection with both mind and body to lead appropriately. A leader must have unfailing enthusiasm to continue under stress and strain as his subordinates rely on him.

- Ability to Relax: This extra ability to relax is a must for a leader. Many great leaders have been credited with this quality. During the War years, Winston Churchill escaped from his London office to the countryside or the sea. Pandit Nehru had a
fascination for the Himalayas and other hill stations Albert Einstein would take to the violin during leisure.

- Persuasiveness: The ability to persuade another to one’s own point of view can be the highest leadership quality. A leader can with this quality make persons under him “want to do what he wants them to do”.

- Knowledge of Human Beings: Above all, what is needed is an understanding of human beings – an understanding of their needs, emotions, feelings etc., which at times is described as “empathy.”

- Decisiveness and Initiative: A leader must be decisive. Whatever technique he may use, including the participative one, he has to take the decision. He must have the initiative. He cannot indulge in “to be or not to be” attitude of Prince Hamlet. However, here it is not the rigidity of decision which is the quality of an autocrat. He must have flexibility in decision-making but ultimately he must be decisive and take the initiative where necessary. He must be assertive though not necessarily aggressive.

- Creativity and Vision: Finally the most important quality of a good leader is creativity. Instead of using the word creativity some authors prefer the word vision. All great men or leaders were marked by vision of the nature of their times and vision which made them see or look forward to what hitherto to been imagined.

Leadership has received the attention of psychologists, sociologists, political scientists, and certainly management scientists. There is still a growing interest in leadership, which has been defined in different ways. Leadership can, however, be simply defined as the act of making an impact on others in a desired direction. In this sense, leadership is a broader term than management. Managers can run organizations effectively, but only leaders can build them.

3.3 **EARLY APPROACHES TO LEADERSHIP:**

Although leaders and leadership have profoundly influenced the course of human events, careful scientific study began only about century ago. Early study focused on the traits, or personal characteristics, of leaders. Later research shifted to examine actual leader behaviour.
Trait Approaches to Leadership

Lincoln, Napoleon, Joan or Arc, Hitler and Gandhi are names that most of us know quite well. Early researchers believed that notable leaders such as these had some unique set of qualities or traits that distinguished them from their peers. Moreover, these traits were presumed to be relatively stable and enduring. Following this trait approach, these researchers focused on identifying leadership traits, developing methods for measuring them, and using the methods to select leaders.

Hundreds of studies guided by this research agenda were conducted during the first several decades of this century. The earliest writers believed that important leadership traits included intelligence, dominance, self-confidence, energy, activity, and task-relevant knowledge. The results of subsequent studies gave rise to a long list of additional traits. Unfortunately, the list quickly became so long as to lose any semblance of practical value. In addition, the result of many studies were inconsistent.

Behavioral Approaches to Leadership

In the late 1940’s most researchers began to shift away from the trait approach and to look at leadership as an observable process or activity. The goal of the so-called behavioral approach was to determine what behaviors are associated with effective leadership. The researcher assumed that the behaviors of effective leaders differed somehow from the behaviors of less effective leaders and that the behaviors of effective leaders would be the same across all situations. The behavioral approach to the study of leadership included the Michigan studies, the Ohio state studies, and the leadership grid.

3.4 Trait Theories of Leadership:

The earliest studies on leadership were done between 1920 and 1940 and these searched for the characteristics or traits of a leader. Stogdill (1948) reviewed more than 100 such studies and concluded that, while leaders were found to be superior to non-leaders in specific abilities such as intelligence and physical size, there
were no specific traits that distinguished leaders from non-leaders. Stogdill’s study almost put an end to the trait approach to leadership. However, the trait approach reappeared in studies of personality, such as the “Big Five” behavioural theories of leadership traits.

While the trait approach met a setback with Stogdill’s research, the behaviour of leaders was increasingly a subject of observation and study. Early studies at the University of Michigan suggested that leadership behaviour could be described on a continuum ranging from production centered behaviour to employee centered behaviour. Stogdill again took the lead at the Ohio State University to identify certain other dimensions of leadership behaviour. Although Stogdill and his team identified 14 dimensions (Stogdill, 1963), only two were typical of leader behaviour: initiating structure (giving directions and orders) and consideration (for employees). The Ohio State University studies (using the famous leadership behaviour description questionnaire, or LBDQ) were landmark studies.

A three dimension theory of leadership had been suggested as early as 1939 when a group of scholars, under the leadership of Kurt Lewin at the University of Iowa suggested three basic styles of leaders, autocratic, democratic, and laissez-faire (meaning leaving things alone, being unconcerned). They experimented with the effect of the three leadership styles. They concluded that autocratic leadership resulted in high production but only when the leader was present. In the leader's absence, subordinates showed considerable hostility.

The two contrasting styles defined by emphasis on the task to be done (task-oriented style) or the persons doing the task (people-oriented style), were later seen as a continuum from high task orientation (telling), through convincing people about what should be done (selling) and discussing with them the task and its strategy (consulting), to giving responsibility to them to plan and achieve results with enough support (delegating).
### 3.5 Contingency Theories of Leadership:

Another milestone in leadership research was Fiedler’s (1967) theory of contingency. Fiedler demonstrated that the effectiveness of task-orientation and people orientation depends on the situation. Simple and clear tasks and situations with very high or very low leader acceptance required task-oriented leadership and complex tasks required relationship-oriented leadership (Fiedler, et al., 1967).

Later Fiedler (Fiedler & Garcia, 1987) proposed the cognitive resource theory (CRT), which related a leader’s cognitive resources (expertise, intelligence, experience, etc.) to group performance. A leader’s effectiveness in task management and task effectiveness were found to be linked both with the leader’s cognitive resource (more intelligent leaders being more effective) and the group’s motivations and acceptance of the leader. The cognitive resources of a leader contribute to the leader’s effectiveness if the other members are motivated, accept the leader, and have a stress-free relationship with the leader.

### 3.6 The Situational Theory of Leadership:

Hersey and Blanchard (1982) combined the grid approach and contingency theories to propose their situational theory of leadership. According to this theory, leadership is a function of the situation and an effective leader is one who assesses the situation accurately, uses a style appropriate to the situation, is flexible, and is also able to influence and alter the situation. We shall discuss three aspects in some detail.

**Leadership Styles:**

According to Hersey and Blanchard, a leader is concerned with the task to be performed and with building relations with his or her people. However, a leader may have high or low concern for each of these (task and people) However, a leader may have high or low concern for each of these (task and people). A leader may focus mainly on the work to be completed and/or the leader may focus mainly on building the team. Combining concerns for task (low or high) and for people (low or
high). Hersey and Blanchard proposed four leadership styles. Style 1 indicating high concerns for the task and low concern for people. Style 2 showing high concern for both; Style 3 having high concern for people and low for the task; and Style 4 with both low. According to them, all the four styles are functional; it is their relevance to situations that is important.

Later, Blanchard (1985) proposed new terms and his modified model is used here, with the necessary additions. As already stated, leadership style in the situational model is classified according to the amount of task and relationship behaviour the leader engages in.

Task-related behaviour, called directive behaviour by Blanchard, is called regulating behaviour here because a leader’s behaviour is focussed mainly on regulating his or her group members and their activities for task accomplishment. Other leaders concentrate providing socio-emotional support and on building personal relationships, which is called nurturing behaviour (formerly called relationship behaviour and also supportive behaviour by Blanchard).

Regulating Behaviour : This is defined as the extent to which a leader engages in one-way communication: spells out the groups’ roles and tells the group members what to do, where to do it, when to do it, and how to do it; and closely supervises their performance. Three words can be used to define regulating behaviour: structure, control and supervise.

Nurturing behaviour : This is defined as the extent to which a leader engages in two-way communication, listens, provides support and encouragement, facilitates interaction, and involves the group in decision making. Three words can be used to define nurturing behaviour : praise, listen, and facilitate.

A combination of high and low directive and supportive behaviour will give four quadrants, each representing four different leadership styles
3.7 ATTRIBUTION THEORY OF LEADERSHIP:

Attribution theory, as you remember, deals with people trying to make sense out of cause-effect relationships. When something happens, they want to attribute it to something. In the context of leadership, attribution theory says that leadership is merely an attribution that people make about other individuals. Using the attribution framework, researchers have found that people characterize leaders with traits like intelligence, outgoing personality, wrong verbal skills, aggressiveness, understanding and industriousness. Similarly the high-high leader (high on both initiating structure and consideration) has been found to be consistent with attributions of what makes a good leader. That is, regardless of the situation, a high-high leadership style tends to be perceived as best.

One of the more interesting themes in the attribution theory of leadership literature is the perception that effective leaders are generally considered consistent or unwavering to their decisions. That is, one of the explanations for why Lee Iacocca and Ronald Reagan (during his first term as President) were perceived as leaders was that both were fully committed, steadfast, and consistent in the decisions they made and the goals they set. Evidence indicates that a “heroic” leader is perceived as being someone who takes up a difficult or unpopular cause but, through determination and persistence, ultimately succeeds.

Charismatic leadership theory is an extension of attribution theory. It says that followers make attributions of heroic or extraordinary leadership abilities when they observe certain behaviours. Studies on charismatic leadership have, for the most part, been directed at identifying those behaviours that differentiate charismatic leaders from their noncharismatic counterparts.

There are two types of leaders. The kind that most of our leadership theories have been talking about have been transactional leaders. They guide or motivate their followers in the direction of established goals by clarifying role and task requirements. But there is other type of leader who inspires followers to transcend
their own self-interests for the good of the organization, and who is capable of having a profound and extraordinary effect on his or her followers. These are transformational or charismatic leaders. By the force of their personal abilities, they transform their followers by raising their sense of the importance and value of their tasks. “I had walk through fire if my boss asked me to” is the kind of support that charismatic leaders inspire.

3.8 THE ROLE OF POWER IN LEADERSHIP

Power pays a very important role in effective leadership. In one sense, every-leader must have the necessary power as otherwise he cannot be held responsible or accountable for achieving certain goals. Leadership is sometimes described as positive or negative in terms of how the leader tries to motivate his subordinates. He is said to use positive leadership where he stresses rewards, whether they are economic or otherwise. Positive leadership is becoming more and more necessary today in view of employee education and greater stress in the culture for independence. Where the leader stresses penalties or punishment for motivation, he is said to be applying negative leadership. Such leaders display authority in the belief that they would frighten their subordinates into greater productivity. As already realized, there is however a continuum of leadership styles ranging from the very positive to the very negative. Use of power in terms of the three basic leadership styles is as follows:

The Autocratic Leader:

The autocratic leader centralizes power and decision making in himself. Such leaders structure the whole work situation and are extremely task oriented. However, they take full responsibility for the exercise of their authority. Autocratic leadership is by definition negative in that it is based on threats and punishments. However, it can be positive as in case of benevolent autocrat, who chooses to reward his employees although he is autocratic. As must have been realized, no leadership style is the best style under all situations. The autocratic style permits quicker decisions and is more effective when the leader has less competent subordinates.
The Participative Leader:

The participative leader, on the other hand, decentralizes authority. His decisions arise from consultation or participation with his followers. In this sense, he shares his power with the group. The leader and the followers thus act together as a social unit. The employees are better informed and the general trend may be that they are more motivated. The participative management style has become a modern fashion.

The Free-Rein Leader:

The free-rein leader hands over all the power to his subordinates. In fact, he avoids both power and responsibility. He leaves the goals to be established by the group itself. The subordinates must solve their own problems. They must provide their own motivations. Thus the leader plays a minimal role. The free-rein leader is just the opposite of the autocratic leader. The free-rein leader ignores the leader’s contribution whereas the autocratic leader ignores the group’s contribution. Thus this style is not advocated except in a situation where the leader may want to leave a choice to the group.

3.9 LEADERSHIP SKILLS

The research for leader traits has given way to attempts to identify leader skills. There are many lists of such skills in the practitioner-oriented literature. For example a rent list of suggested leadership skills critical to success in the global economy includes the following:

- **Cultural flexibility**: In international assignments this skill refers to cultural awareness and sensitivity. In domestic organizations the same skill could be said to be critical for success in light of the increasing diversity. Leaders must have the skills not only to manage but also to recognize and celebrate the value of diversity in their organizations.

- **Communication skills**: Effective leaders must be able to communicate, in written form, orally, and nonverbally.

- **HRD skills**: Since human resources are so much a part of leadership effectiveness, leaders must have human resource development (HRD) skills of
developing a learning climate, designing training programs, transmitting information and experience, assessing results, providing career counseling, creating organizational change, and adapting learning materials.

- **Creativity**: Problem solving, innovation, and creativity provide the competitive advantage in today’s global marketplace. Leaders must possess the skills so not only be creative themselves but also provide a climate that encourages creativity and assist their people to be creative.

- **Self management of learning**: This skill refers for continuous learning of new knowledge and skills. In this time of dramatic change and chaos, leaders must undergo continuous change themselves. They must be self-learners.

Commenting on these various leadership skills identified through research, Whetten and Cameron note three characteristics:

4. The skills are behavioral. They are not traits nor, importantly, styles. They consist of an identifiable set of actions that leaders perform and that result in certain outcomes.

5. The skills, in several cases, seem contradictory or paradoxical. For example they are neither all soft nor all hard driving, neither oriented toward teamwork and interpersonal relations exclusively nor individualism and entrepreneurship exclusively.

6. The skills are interrelated and overlapping. Effective leaders do not perform one skill or one set of skills independent of others in other words, effective leaders are multi skilled.

On the basis of this background. Whetten and Cameron then developed models for both personal and interpersonal leadership skills. Following figure shows these models. As shown, the personal skills of developing self awareness, managing stress, and solving problems creatively with one another, and so do the interpersonal skills of communicating supportively, gaining power and influence, summarize what skills were found to be important in effective leaders but also ca serve as guidelines for needed skill development the future.
Based on field research in administration and his own firsthand observations of executives in the workplace, Katz (1955) suggested that effective administration (i.e., leadership) depends on three basic personal skills: technical, human and conceptual. Katz argued that these skills are quite different from traits or qualities of leaders. Skills imply what leaders can accomplish whereas traits imply who leaders are (i.e., their innate characteristics). Leadership skills are defined as the ability to use one’s knowledge and competencies to accomplish a set of goals or objectives. These leadership skills can be acquired and leaders can be trained to develop them.
A] Technical Skill:
Technical skill is having knowledge about and being proficient in a specific type of work or activity. It requires competence in a specialized area, analytical ability, and the ability to use appropriate tools and techniques. For example, in a computer software company, technical skill might include knowing software language and programming, the company’s software products, and how to make these products function for clients. Similarly, in an accounting firm, technical skill might include understanding and having the ability to apply generally accepted accounting principles to a client’s audit. In both of these examples, technical skills involve a “hands on” activity with a basic product or process within an organization. Technical skills play an essential role in producing the actual products a company is designed to produce.

B] Human Skill:
Human skill is having knowledge about and being able to work with people. It is quite different from technical skill, which has to do with working with things. Human skills are “people skills”. They are the abilities that help a leader to work effectively with subordinates, peers, and superiors to successfully accomplish the organization’s goals. Human skills allow a leader to assist group members in working cooperatively as a group to achieve common goals. For Katz, it means being aware of one’s own perspectives on issues and, at the same time, being aware of the perspective of others. Leaders with human skills adapt their own ideas to those of others. Furthermore, they create an atmosphere of trust where employees can feel comfortable and secure, and where they can feel encourages to become involved in the planning of things that will affect them. To be a leader with human skills means being sensitive to the needs and motivations of others, and taking into account others’ needs in one’s decision making. In short, human skill is the capacity to get along with others as you go about your work.

C] Conceptual Skill:
Broadly speaking, conceptual skills are abilities to work with ideas and concepts. Whereas technical skills deal with things and human skills deal with people, conceptual skills involve the ability to work with ideas. A leader with conceptual skills is
comfortable talking about the ideas that shape an organization and the intricacies involved. He or she is good at putting the company’s goal into words and can understand and express the economic principles that affect the company. A leader with conceptual skills works easily with abstractions and hypothetical notions.

Conceptual skills are central to creating a vision and strategic plan for an organization. For example, it would take conceptual skills to a CEO in a struggling manufacturing company to articulate a vision for a line of new products that would successfully steer the company into profitability.

To summarize, the three-skill approach includes technical, human, and conceptual skills. It is important for leaders to have all three skills, but depending on where they are in the management structure, some skills are more important than others.

**Other Techniques for Leadership Effectiveness:**

Besides the skills discussed above, other techniques involving training, job design, and behavioural management can also be used by effective leaders. For example, leaders can undergo personal growth training that may involve a combination of psychological exercises and outdoor adventures. This approach is aimed at empowering participants to take greater responsibility for their own lives and ultimately their organizations.

Although such personal growth training is controversial, there is no question that leaders need to use training techniques with their people. The Japanese, of course, have placed a high priority on training of all kinds, which is a major reason for their tremendous success. Recently, however, premier American corporations have also become committed to the importance of training.

Besides training, job redesign is another important technique leaders can use effectively. This approach attempts to manage the job rather than the extremely complex person that holds the job. From enriching the job by building in more
responsibility, the more recent approach is to concentrate on the characteristics of identity, variety, significance, autonomy and feedback identification.

3.10 INFLUENCE BASED APPROACHES TO LEADERSHIP:

Influence has become a more significant component of some leadership models and concepts in recent years. The two contemporary approaches to leadership discussed in this section, for example, are each tied directly or indirectly to influence. These approaches are transformational leadership and charismatic leadership.

Transformational Leadership:

Transformational leadership a relative newcomer to the leadership literature focuses on the basic distinction between leading for change and leading for stability. According to this viewpoint, much of what a leader does occurs in the course of normal, routine work related transactions – assigning work, evaluating performance, making decisions, and so forth. Occasionally, however, the leader has to initiate and manage major change, such as managing a merger, creating a work group, or defining the organization’s culture. The first set of issues involves transactional leadership, whereas the second entails transformational leadership.

Transactional leadership is essentially the same as management, in that it involves routine, regimented activities. Closer to the general notion of leadership, however, is transformational leadership, the set of abilities that allow the leader to recognize the need for change, to create a vision to guide that change, and to execute the change effectively. Only a leader with tremendous influence can hope to perform these functions successfully. Some experts believe that change is such a vital organizational function that even successful firms need to change regularly to avoid complacency and stagnation, accordingly leadership for change is also important.

Charismatic Leadership

Perspective based on charismatic leadership, like the trait theories assume that charisma is an individual characteristic of leader. Charisma is a form of interpersonal attraction that inspires support and acceptance. Charismatic leadership is
accordingly a type of influence based on the leader’s personal charisma. All else being equal, then someone with charisma is more likely to be able to influence others than someone without charisma. For example, a highly charismatic supervisor will be more successful in influencing subordinate behaviour than a supervisor who lacks charisma. Thus influence is again a fundamental element of this perspective.

**Key Characteristics of Charismatic Leaders:**

1. **Self confidence**: They have complete confidence in their judgment and ability.
2. **A vision**: This is an idealized goal that proposes a future better than the status quo. The greater the disparity between this idealized goal and the status quo, the more likely that followers will attribute extraordinary vision to the leader.
3. **Ability to articulate the vision**: They are able to clarify and state the vision in terms that are understandable to others. This articulation demonstrates on understanding of the followers’ need and, acts as a motivating force.
4. **Strong convictions about the vision**: Charismatic leaders are perceived as being strongly committed, and willing to take on high personal risk, incur high costs, and engage in self-sacrifice to achieve their vision.
5. **Behaviour that is out of the ordinary**: Those with charisma engage in behaviour that is perceived as being novel, unconventional, and counter to norms. When successful, these behaviours evoke surprise and admiration in followers.
6. **Perceived as being a change agent**: Charismatic leaders are perceived as agents of radical change rather than as caretakers of the status quo.
7. **Environment sensitivity**: These leaders are able to make realistic assessments of the environmental constraints and resources needed to bring about change.

Leadership is very important and dynamic topic in Management. There are numerous approached in leadership. Leadership plays a central path in understanding group behaviour. The leadership approaches start with Trait Theories subsequently beavioural approach, Contingency approach and emerging in the recent approach suggest that leadership is not the sole province of management discipline, it can also extended towards chemist or pharmacologists.